



Department
for Education

Free school application form

Alternative provision

Published: December 2015

Insert the name of your free school(s) below using **BLOCK CAPITALS**

THE STEPHEN LONGFELLOW ACADEMY

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The application form explained

Before completing your application, please ensure that you have read both the relevant [background information and glossary document and the assessment criteria booklet](#) carefully. Please also ensure that you can provide all the information and documentation required.

Sections

Declaration

The declaration must be made by a company member on behalf of the company/trust. The declaration section is found in the Word application form. All applicants are required to complete this section in full.

All applicants will need to complete sections A, B, C, E, H and I in full.

For sections D, F and G, the information you need to provide will depend on the type of group you are. Please refer to the relevant section of the *background information and glossary document*, and the *assessment criteria booklet*, for the information your group should include in these sections.

Section A asks you for applicant details in the Excel form.

Section B asks you to outline your proposed free school(s) in the Excel form.

Section C asks you for detailed information on the vision for your school(s) and is to be completed using the Word form.

Section D asks you for detailed information on your proposed education plan(s) and is to be completed using the Word form.

Section E asks you to evidence that there is a need for the school(s) you are proposing in the Word form.

Section F asks you to demonstrate that you have the capacity and capability to open the school(s) you are proposing and is to be completed using the Word form.

Section G specifically asks about costs. This requires the completion of the relevant sections of the Excel budget template.

Section H asks for information about premises, and suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

Section I is about your suitability to set up and then run a free school. There is a separate Word form for this.

Failure to submit all the information required may mean that we are unable to consider your application.

Submitting Sections A to H

The completed Word and Excel templates and the budget plans need to be submitted by email to the department by the application deadline to: FS.applications@education.gsi.gov.uk. Your email must be no larger than 9MB in size.

The Word template should be between 50 and 100 pages long (depending on which type of group you are); formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes are excluded from the page limit and should be restricted to CVs for key individuals. Please do not include photographs, images and logos in your application.

The contents of the budget Excel template and Excel application form are excluded from the page limit.

Please include the name of your school in the file name for all Word and Excel templates.

You also need to submit two hard copies (of Sections A-H and the budget plans) by a guaranteed method such as 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT. You may also hand deliver if you prefer.

It is essential that the hard copies are identical to the version you email.

Submitting Section I

Section I, ie the Personal Information form, is required for each member, director, and principal designate who has not submitted forms within the past 365 days; together with a list of those members, directors, and principals designate who have submitted Section I forms within the past 365 days. These need to be submitted by email alongside a copy of Section A (from the Excel template) to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title.

Data protection

Personal data is collected on the Word and Excel templates in order to consider an application to set up a free school and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring that it is processed in accordance with the terms of the Act. The department will hold all personal information you supply securely

and will only make it available to those who need to see it as part of the free school application process. All personal information supplied in these forms will only be retained for as long as it is needed for this process.

Application checklist

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	✓	
2. Have you provided information on all of the following areas (where appropriate)?		
Section A: Applicant details	✓	
Section B: Outline of the school	✓	
Section C: Education vision	✓	
Section D: Education plan	✓	
Section E: Evidence of need	✓	
Section F: Capacity and capability	✓	
Section G: Budget planning and affordability	✓	
Section H: Premises	✓	
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	✓	
4. Have you fully completed the appropriate budget plan(s) where necessary?	✓	
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	✓	
6. Independent schools only* : Have you provided a copy of the last two years' audited financial statements or equivalent?	NA	

7. Independent schools only* : Have you provided a link to your school's most recent inspection report and completed an externally validated self-assessment and governance assessment?	NA	
8. Independent schools only* : Have you provided the documents set out in the criteria document specifically around your current site?	NA	
9. Re-applications only : Have you changed your application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide?	✓	
10. Have you sent an email (of no more than 9 MB in size**), titled: Free School Application - School Name: [insert] with all relevant information relating to Sections A to H of your application to: FS.applications@education.gsi.gov.uk before the advertised deadline?	✓	
11. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the address below? Free Schools Applications Team, Department for Education, 3 rd Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	✓	

* Independent schools include existing alternative provision and special school institutions that are privately run.

** If your application is larger than 9MB please split the documents and send two emails.

Section I of your application	Yes	No
<p>12. Have you sent:</p> <ul style="list-style-type: none"> • a copy of Section A (tab 1 of the Excel template); and • copies of the Section I Personal Information form for each member, director, and principal designate who has not submitted one of these forms within the past 365 days; and • a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days <p>by emailing scanned copies of Section I forms to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A?</p> <p>(See guidance for dates and deadlines)</p>	✓	

Declaration

****This must be signed by a company member on behalf of the company/trust****

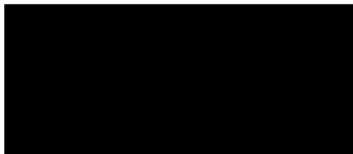
I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a free school in accordance with:

- the requirements outlined in the background information and glossary document;
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (eg. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance).

I have fully disclosed all financial liabilities and the full extent of each/any debt for which the company, trust or existing school is liable.

I confirm that I am not and have never been barred from regulated activity within the meaning given by the Safeguarding Vulnerable Groups Act 2006. I further declare that all current members and directors of the company have confirmed to me that they are not and have never been so barred, and that if it comes to my attention whilst I am a member or director of the company that I or any other member or director are or have been so barred I will notify the Department for Education. I and all other members and directors of the company understand that the company's free school application may be rejected if a member or director of the company is found to have been barred from regulated activity.

I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.



Signed:

Position:  (please delete as appropriate)

Print name: 

Date: 1 March 2016

NB: This declaration only needs to be signed in the two hard copy versions of your application. Please use black ink.

Please tick to confirm that you have included all the items in the checklist:	<input checked="" type="checkbox"/>
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Completing the application form

Section A – applicant details (use Excel spread sheet)

This section will need to be completed by **all** applicants. Please:

- complete the Section A tab in the Excel spread sheet; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Section B – outline of the school (use Excel spread sheet)

This section will need to be completed by **all** applicants. Please:

- complete the Section B tab in the Excel spread sheet; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Section C – vision

This section will need to be completed by **all** applicants.

Please:

- use the space provided below; and
- provide one version of this section, referring to individual schools or circumstances if you are applying for more than one school;
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Section C – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

The Stephen Longfellow Academy is named in honour of a colleague who worked across many schools in the Leeds city region and established an outstanding reputation as a man who cared deeply about the most vulnerable and the most challenging children in our schools. Sadly, Stephen died in a climbing accident in December 2015 and we see it as a fitting tribute to his memory and the contribution that he made across Leeds for over two decades to name this alternative provision free school after him.

The quality of alternative provision in the Leeds city region is woefully inadequate. At best it could be described as a disjointed gathering of initiatives, some run by private organisations others with the support of the local authority. There are insufficient places for children who are most in need of therapeutic, psychological and psychiatric support and for those who do manage to secure some specialist mental health support it is often at the cost of their academic education. Additionally the incoherent range of provision which is available for secondary age students is almost non-existent for primary age pupils. As an example there are only 24 PRU places available in the primary sector for the whole of the Leeds local authority which is the second largest unitary authority in England.

Our work as a Trust over the course of the last three years has taught us a great deal about the importance of establishing exceptionally effective alternative provision for all children including those in primary age education. It is in fact our view that it is essential that the kind of support that children who have experienced significant trauma and difficulty in their lives need those issues to be addressed as early as possible; all too often we see young people emerging and in need of significant additional support in the later part of the secondary stage of education when it is all too often too late to

Section C – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

provide the support that is required. That is why The Stephen Longfellow Academy will offer an equal number of places to primary age pupils as it does to students from the secondary stage.

It is our hope that approval will be given for The Stephen Longfellow Academy to open in September 2017 in what is currently being used as Elliott Hudson College's Year 12 Post-16 building. Advanced plans are now in place for the transfer of Elliott Hudson College to a new site for September 2017 at the latest with the current building, Phoenix House, being made available from June 2017 onwards.

The building will require little modification as it has already been superbly refurbished as an educational establishment. All that will be required is new signage and secure points of access and egress across the site.

In total The Stephen Longfellow Academy will offer 300 alternative provision places. It will be divided into 4 schools each one facilitating 75 places. The first school will accommodate children in Key Stage 1, the second will offer the same in Key Stage 2. A third school will facilitate 75 Key Stage 3 places and the fourth and final school will offer 75 Key Stage 4 places. Each school will be overseen by its own school leader who will work directly to the Principal and Vice Principal of the academy. The schools will be entirely separate with their own staff, facilities and secure zones within the overall building.

The Stephen Longfellow Academy will provide all of the alternative provision needs for children in the south of the Leeds city region. The application is submitted with the support of the local authority who recognise its importance in developing a city wide approach to inclusion. Additionally we enjoy the strong support of schools and clusters in the south of the city as well as the clear evidence of need within the seven primary and secondary schools within The GORSE Academies Trust which is based in the south of the Leeds city region.

Students will enjoy benefiting from a rigorous academic programme of study. At Key Stages 1 and 2 each school will contain 10 specialist teachers as well as 5 higher level teaching assistants. In Key Stages 3 and 4 students will study English, Mathematics, Science, History, Geography, IT and PE and will also have the opportunity to study Performing Arts, Visual Art, Design and Technology and Modern Foreign Languages. Having taken advice from other very successful alternative provision free schools we will recruit teachers, particularly in the secondary phase, through our already existing academies providing staff with the opportunity to teach in two centres or on a one or two year placement at The Stephen Longfellow Academy. The approach to teaching will ensure that all students benefit from intensive, small group excellence in each subject.

Section C – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

In any given week all students will have access to a minimum two hours and a maximum of four hours of intensive therapeutic support. This will be provided through our art therapist, our music therapist, our trauma therapists and our educational psychologists. Some of those sessions will be one to one, others will be conducted in very small groups appropriate to the needs of all of the students involved.

Schools and local authorities will commission places at The Stephen Longfellow Academy at a daily rate. In Key Stages 1, 2 and 3 all students will be dual registered as we believe that all younger children should have the opportunity to return to mainstream education if at all possible. Some younger children will spend only a very short period of time at the academy, for others a much longer stay, possibly up to a year, will be required. Some students will be with us for a half day each week for a lengthy period of time.

At Key Stage 4, 40 of the 75 available places will be available for students to move fully onto the roll of The Stephen Longfellow Academy. This is because we recognise that in Leeds far too many older students disappear from schools at this key point in their education; we want to ensure that The Stephen Longfellow Academy supports older students to gain qualifications which will help them to secure training and employment beyond Key Stage 4 whilst at the same time providing appropriate psychiatric and therapeutic support.

The Stephen Longfellow Academy will have as its motto 'We will never give up on you'. It will process no permanent exclusions. The academy will ensure that children from some the most troubled and challenging backgrounds in the Leeds city region enjoy and benefit from a fine academic education whilst at the same time being properly supported through psychiatric and therapeutic support which is of the highest standard.

Should we be successful in this application then The Stephen Longfellow Academy will be The GORSE Academies Trust's ninth school. We are also in parallel with this application applying to open a primary free school for September 2018 which will be our tenth school.

The Trust has built very steadily over the last few years. It has four 11-16 academies, two of which are Outstanding and one, The Ruth Gorse Academy, which opened as a free school in September 2014. The Ruth Gorse Academy is scheduled to be inspected in its third year: a recent DfE visit of 26 January 2016 states 'by all measures the academy is on track to become outstanding'. Bruntcliffe Academy also joined GORSE in September 2015; it is an underperforming school and it is too early to measure the impact of the Trust's work regarding student outcomes.

The Trust also opened Elliott Hudson College in September 2015. This is a large Post-16 free school which will cater for 1,000 A Level students. Its first cohort has 403

Section C – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

students and it has 900 applications for 2016. The Trust also has three primary academies each of which is a partner with a secondary academy. Two are due to be inspected in the next academic year and both will secure at least Good in those inspections. The third joined the Trust in March 2015.

The GORSE Academies Trust is driven by a determination to establish brilliant schools in the Leeds city region, particularly where children from some of the most disadvantaged communities in the city have previously been educated at some its worst schools suffering as a consequence a dreadful disadvantage in their lives.

Section D – education plan: part 1

This section will need to be completed by **all** applicants. Please:

- use the table below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a free school, please use the first column to show how many pupils you currently have. If you are proposing more than one school you will need to complete a separate table for each.

If you are proposing to open later than 2017, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023
Key Stage 1		56	75	75	75	75	75	75
Key Stage 2		56	75	75	75	75	75	75
Key Stage 3		56	75	75	75	75	75	75
Key Stage 4		56	75	75	75	75	75	75
16-19: commissioner referred								
16-19: student applications								
Totals		224	300	300	300	300	300	300

Section D – education plan: part 2

D1 – an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

If you are applying for more than one school and they will all be similar, please provide one version of this section, referring to individual schools or circumstances, where relevant. If schools will be different, you may find it simpler to provide more than one version of this section.

All applicants will need to complete the table of subjects and hours below.

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Key Stage 1 Teaching	21	Mandatory	Provision for all pupils in Key Stage 1. In addition to this pupils will also receive 4 hours of intensive psychiatric and therapeutic support.
Key Stage 2 Teaching	21	Mandatory	Provision for all pupils in Key Stage 2. In addition to this pupils will also receive 4 hours of intensive psychiatric and therapeutic support.
Key Stage 3 Teaching			
English	4	Mandatory	
Mathematics	4	Mandatory	
Science	3	Mandatory	
History	2	Mandatory	
Geography	2	Mandatory	
IT	2	Mandatory	
PE	2	Mandatory	
Art, Music, Drama	2	Mandatory	

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Therapeutic and Psychiatric support	4	Mandatory	Some sessions one to one, others in carefully selected small groups.
Key Stage 4 Teaching			
English	4	Mandatory	
Mathematics	4	Mandatory	
Science	3	Mandatory	
Humanities	3	Mandatory	
ICT	2	Mandatory	
PE	2	Mandatory	
Options: one of, Art, Drama, Music, Product Design, MFL	3	Mandatory	
Therapeutic and Psychiatric support	4	Mandatory	Some sessions one to one, others in carefully selected small groups.

[Add more lines as appropriate]

All applicants will need to complete this section, but you will give us different information depending on which of the assessment criteria you meet. Please:

- use the table below; and
- refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

We believe that in far too many examples academic standards and expectations are lowered for children who have experienced significant trauma, neglect or abuse in their lives. The GORSE Academies Trust does not agree with this approach. It is our view that an ideal provision will prepare children for success academically whilst at the same time ensuring that they benefit from equally high calibre therapeutic support.

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

We are confident of the deliverability of this curriculum because, in essence, it is an adaptation of the curriculum that we offer in our other academies across the Trust. Significant modification comes from two sources. First of all students in all four Key Stages will be taught in very small groups which as a maximum would be seven pupils/students. Secondly, four hours each week will be spent with child psychologists, art therapists, music therapists and trauma therapists either individually or in personalised groups.

It is our intention to recruit specialist teachers in Key Stages 3 and 4 and primary specialists in Key Stages 1 and 2 through our already existing academies. Our current academies enjoy an enviable track record of successful recruitment including in facilitating subjects and it is our intention to over-staff those academies in order to support the teaching at The Stephen Longfellow Academy. We also benefit as a Trust from running our own SCITT which currently has 85 trainee teachers; we know that many of those colleagues will relish the opportunity of working at The Stephen Longfellow Academy. We intend to offer colleagues in our primary and secondary academies the opportunity to work across two centres or to engage in one or two year secondment opportunities at The Stephen Longfellow Academy.

At all Key Stages emphasis will be placed on academic success. We want pupils/students to begin to enjoy, in some instances for the very first time, the taste of success that comes with academically rigorous study. At Key Stages 1 and 2 great emphasis will be placed on developing reading, writing and Mathematics but we will also want all students at the academy to enjoy the Arts, PE and the development of new technology. Central to our success will be building in students the ability to work hard on increasingly challenging materials for lengthy periods of time. We want to help them to become resilient and tough learners who will prosper at great universities and secure well paid and challenging jobs.

Pupils and students will follow a 25 period week with each period lasting one hour.

In the primary phase there will be flexibility as to how much time is spent teaching reading, writing and Mathematics; where, for example, a Year 4 child is barely able to read at all then the majority of their time will be spent supporting them to catch-up with their peers nationally. As a minimum eight hours of primary teaching time each week will be spent on reading, writing and Mathematics. We also want to ensure that children of primary age are given the opportunity to learn through play, to enjoy the Arts and to build their knowledge of key facts in History, Geography and Science. Pupils' spiritual, moral, social and cultural education as well as PSHCEE and their understanding of British values will be developed through a carefully constructed approach across the curriculum.

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

In the secondary phase again significant time is given to the EBacc subjects as we believe that success in this area will lead on to greater opportunity for all students. We are also keen to provide opportunities through a small range of optional subjects for students to study Modern Foreign Languages and the Arts and Technology. It is essential that students have full access to the EBacc subjects and the opportunity to succeed in securing that key suite of qualifications.

The Stephen Longfellow Academy will do the opposite of what takes place at most providers of Alternative Provision currently. Our vision is one in which children who have suffered great privation in their lives so far do not have expectations regarding their academic propensity reduced. In fact it is our intention to expose them to more intensive academic demand than they have ever experienced before.

At Key Stage 3 therefore students will all study the key core subjects along with the compulsory study of History and Geography. Very high quality tuition in IT and PE will also be a prerequisite for success. Students will also enjoy being taught about performing arts and visual arts.

At Key Stage 4 students will continue to study within a similar curriculum. Along with English, Mathematics and Science students will also choose one of either Geography or History. Students will also continue to benefit from compulsory study of IT and a full two hours of PE. Finally, students will choose one of five subjects as an option: Art and Design, Drama, Music, Product Design and French/Spanish/German.

Because of the economies of scale that we enjoy as a Trust we will be able to facilitate the needs of every child through our central team which includes Advanced Skills Teachers in almost all areas of the curriculum. As an example, if only one student wishes to continue with German to GCSE standard at Key Stage 4, then this would be delivered through the support of our central team of Advanced Skills Teachers.

At the end of Key Stage 4 all students will be entered for GCSE examinations.

Two days each week will be identified as our enrichment days. Students will remain at the academy for a further one hour and will be given an opportunity to participate in a range of enrichment opportunities. We intend to be realistic regarding the range of opportunities available but at this point it will be our intention to offer:

Sport and fitness	IT skills
Dance	Cheerleading
Theatre	Comic design
Chess	Film club
Art	Sign language

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

A challenge facing all alternative provision schools is the quality of what is provided for students and pupils who attend on a part-time or short-term basis. It is our intention to have as the key role of the Vice Principal of The Stephen Longfellow Academy responsibility for establishing partnerships with the local authority/ies and schools and academies who commission services from us. The Vice Principal will also act as the SENCO for the academy as we recognise that by their very nature all of the students who will work with us at the academy will have special educational needs.

A key part of our plan is to facilitate the opportunity for a number of pupils/students across all key stages to be able to access therapeutic support on a part-time basis. Typically this would involve pupils/students being with us for a half day for an agreed period of time in order to work with specialists who can support them regarding any psychiatric or mental health issues which need to be addressed. These pupils/students will not access the other parts of our curriculum.

Pupils/students who are with us for a short-term placement will, under the leadership of the Vice Principal, have established for them a timetable which is suitable for their needs. This will be done in full partnership with their named school and, in the instance of a child who is not attending a school, in partnership with that child's LA. We will in all instances be seeking to establish a full 25 hour curriculum for every child as quickly as is sensibly possible. It will certainly not be our intention to be utilising phased integration opportunities for longer than 5 weeks; we believe that far too many vulnerable children who are in need of high quality alternative education are not receiving the statutory 25 hours of education to which they are entitled.

We know that many of the children who will attend The Stephen Longfellow Academy will come from backgrounds characterised by significant privation, hardship and neglect. Many will have suffered abuse, often of a very serious nature. It is also likely that the great majority will arrive at the academy with a view that academic study and success as a student is not a priority for them. Indeed it is highly likely also that the majority will be significantly behind in their learning and already at a point where, without highly successful intervention, they will be unable to secure good jobs or places at universities. It is our vision that The Stephen Longfellow Academy will bring together a learning and therapeutic environment which is both extremely sensitive and supportive of individual need whilst at the same time being extremely challenging to all pupils and students regarding academic success. The greatest gift that the academy can bestow upon any child whose life has been characterised to that point by neglect, suffering, parental indifference, failure in learning and potential abuse is to address the significant mental health issues which left unaddressed will build like an abscess for the rest of their adult lives whilst at the same time furnishing them with the skills, knowledge and academic qualifications to compete in employment and training with the very best of their age group.

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

We recognise that the quality of reintegration and transition will be of critical importance in the success of The Stephen Longfellow Academy. All aspects of reintegration and transition will be overseen by the Vice Principal and it will be his/her role to ensure that information is shared in an accurate and timely manner. Each pupil/student who is set to enter the academy will also have attached to them a key professional. That colleague will be one of our non-teaching professionals and will remain as the key contact for the pupil/student throughout the process of transition and this arrangement will continue for the whole of that child's time at the academy.

The academy will always seek to ensure that other providers and potential commissioners understand the importance of their role in providing accurate and appropriate information; a prerequisite which will be set out as a part of our admissions process will be for schools and local authorities to provide information in writing and through direct conversation which is of high quality. Where this does not take place then the child will not be permitted to the academy.

Whilst a child is dual registered with us at this alternative provision it will be a non-negotiable requirement that the named school for the child has an identified lead professional who is in regular contact with us, and with the child. We will require the child to be visited by their named school representative every four weeks so that important contact and familiarity is maintained. At those four week points a key professional discussion forum will also take place where the child's academic progress and the success of their engagement in therapeutic and psychiatric support will also be considered and shared.

Where possible the Vice Principal and the identified key member of non-teaching staff will also meet with the family of the child set to enter the academy. We recognise that in some instances this will not be possible. Where this is the case then we would want a representative from Social Care or the local authority to act as an advocate for the child.

Significant time, a minimum of three preparatory meetings, will take place between the Vice Principal, the key professional and the child who is set to take a place at the academy. At least one of those meetings will be attended by the child's current school. The overall structure of the meetings will be shaped by the potential need and age of the child.

Pupils/students who start at the academy will have established for them during the course of the preparatory meetings a phased entry programme which works for them as an individual and reflects their needs. Most entrants to the academy will establish a partial timetable in the first instance but we are determined to ensure that all pupils/students are, as quickly as possible, move onto a 25 hour curriculum.

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

We recognise that a small number of pupils/students will experience more than one placement with us at The Stephen Longfellow Academy. Where that is the case the full requirements of the outlined transition programme will be undertaken as we recognise that such an approach is in the best interest of the child and is important in assessing potential risk and challenge.

At the point at which it is appropriate for a child to leave The Stephen Longfellow Academy this will be done through a minimum of three partnership meetings with the child's named school representatives. Clearly, this will act as a culmination of ongoing discussions which have taken place between the academy, the child, and the child's named school. That discussion will, as appropriate, involve the local authority and social care.

The Trust enjoys excellent partnership arrangements with Post-16 providers across the Leeds city region. Set out in the earlier part of this application is our intention to offer up to 40 places on roll at The Stephen Longfellow Academy in Key Stage 4. All students from Year 9 onwards will begin the process of being prepared for life beyond Key Stage 4. This will involve visits to a range of Post-16 providers with whom the Trust enjoys formal partnership arrangements. Students will also participate fully in the careers advice and guidance that The GORSE Academies Trust offers for all of its students. For many students our own Post-16 academic college Elliott Hudson College will be their natural place of study in Year 12. Others will attend Leeds College of Building and Leeds City College with whom The GORSE Academies Trust enjoys formal partnership arrangements. We have also established an early stage partnership with UTC Leeds and it is our hope that a number of our students will join the UTC at either 14 or 16.

Very important to our Trust and to The Stephen Longfellow Academy is our partnership with the University of Leeds. All students during Key Stage 4 at the academy will spend time at the University of Leeds. All will be given training in the use of the university's three world class libraries and once that training has been completed all will be issued with a university library card. Academics from the university will spend time at our alternative provision as they do currently through our formal partnership at Elliott Hudson College.

We will place no barriers on what children in need of alternative provision will be able to succeed in achieving later in life. It is our objective to ensure that children who would otherwise have been written off are able to attend and prosper at a world class institution like the University of Leeds. If we are successful in this goal then we will play a part in changing the face of alternative provision across the country.

D2 – measuring pupil performance effectively and setting challenging targets

If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

All applicants will need to complete this section but you will give us different information depending on which type of group you are. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

D2 – measuring pupil performance effectively and setting challenging targets

As set out in D1 all potential pupils/students to the academy will be the subject of extensive discussions prior to them beginning their placement. These discussions, involving the child's named school, representatives of the academy led by the Vice Principal, and where appropriate representatives of the local authority and social care will focus on the need for mental health and psychiatric support as well as academic intervention and need. It will be a requirement for the named school to provide for the academy key base line information with examples of the child's work from across the curriculum. Based upon this and built upon the planned integration programme targets will be set for each child regarding their academic progress. All pupils/students at The Stephen Longfellow Academy will be subject to The GORSE Academies Trust's assessment process which is led by our Director of Assessment. This process requires a review of every child's progress within the Trust every four weeks and this information will feed into the key discussion meetings that take place between professionals, the child and the named school every four weeks. These meetings will facilitate the opportunity for honest reflection and will seek to fine-tune targets as appropriate. This will include setting higher targets where it is found that those set originally were insufficiently challenging.

Because this process is taking place every four weeks and fully involving the child and their named school the process of reintegration should be smooth and less challenging. Indeed, it is our hope that as named schools witness the improvement in a child's academic performance often linked to improvements in their mental health then they will take the lead along with the child and where appropriate the child's family in encouraging the reintegration into mainstream schooling.

For students reaching the end of Key Stage 4 formal transition meetings with appropriate Post-16 providers or employers will begin during Year 10. This will involve colleagues from Elliott Hudson College, Leeds City College, Leeds College of Building, UTC Leeds and other employers being invited to key review meetings as those meetings take place every four weeks during the course of the year.

D2 – measuring pupil performance effectively and setting challenging targets

As a minimum all pupils at Key Stages 1 and 2 will have targets set for them in:

- Attendance
- Positive behaviour
- Involvement in enrichment activities
- Writing
- Reading
- Mathematics
- Grammar, punctuation and spelling
- Silent application to work
- Problem solving
- Pride in presentation and work

All pupils, regardless of the period of time that they are at the academy, will have targets set for them in the above areas.

At Key Stage 3 as a minimum all students will have targets set for them in:

- Attendance
- Punctuality
- Positive behaviour
- Involvement in enrichment activities
- English
- Mathematics
- Science
- Grammar, punctuation and spelling
- Silent application to work
- Problem solving
- Pride in presentation and work

At Key Stage 4 as a minimum all students will have targets set for them in:

- Attendance
- Punctuality
- Positive behaviour
- Involvement in enrichment activities

D2 – measuring pupil performance effectively and setting challenging targets

- All GCSE subjects being studied
- Silent application to work
- Pride in presentation and work

As an alternative provision free school we intend to set challenging targets for the whole organisation regarding:

- Improving attendance. Our key target in this area is to improve the attendance of 90% of pupils/students as compared to their last full year in mainstream education.
- NEET. No student on the roll of The Stephen Longfellow Academy at Key Stage 4 to be classified as NEET in the two years following the end of Year 11.
- Reading ages. All pupils registered with us at Key Stages 1 and 2 for more than eight weeks to improve their chronological reading age by at least 6 months per term.
- Mathematical and written ability. All pupils registered with us at Key Stages 1 and 2 for more than eight weeks to improve their written and mathematical ability by at least 6 months per term.
- Sub level improvement in English, Mathematics and Science. All students registered with us at Key Stage 3 for more than eight weeks to improve their level of performance in English, Mathematics and Science by a minimum of one sub level each term. The Trust continues to use sub levels in Key Stage 3 to measure performance.
- Progression to A Level study. 50% of students registered to the academy at Key Stage 4 successful in securing a place to study A Levels at Elliott Hudson College.

The Stephen Longfellow Academy will benefit from being a part of The GORSE Academies Trust. This facilitates extensive opportunity to moderate and standardise the progress of pupils and students alongside highly experienced and Outstanding organisations. Ultimately this process is overseen by the Board of The GORSE Academies Trust which will seek to ensure that targets are regularly reviewed and are appropriately challenging.

Most importantly the meetings which take place every four weeks regarding every child and their progress academically and in terms of their therapeutic and psychiatric support are centred around ensuring that each child's provision in terms of teaching, their curriculum, required intervention and the continuing programme of therapeutic support is modified appropriately. Data is used routinely within the Trust to inform

D2 – measuring pupil performance effectively and setting challenging targets

teaching and to ensure that each child's provision is appropriately modified and challenging. This process is overseen by the child's lead professional.

As a Trust with a strong regional reputation we focus heavily on ensuring that teaching is of an outstanding quality. We will expect and require teaching to be of an exceptional standard and for students to benefit from intensive small group and individual support. Our quality assurance team will evaluate the quality of teaching along with other key leaders within the academy and our data systems will show external visitors that all children make at least good progress in their time with us and that for many progress is outstanding.

We recognise that many families will want to be heavily involved in their child's education and, where this is the case, we will liaise with them closely every four weeks to share with them our successes and challenges. All families regardless of their level of involvement will be furnished with key information regarding their child's progress and key professionals will be stubborn in their determination to link with families who are hard to reach or uninterested. Where we are unsuccessful in forming effective links with parents then we will require the local authority, social care and the child's named school to act as an advocate for the child including in the monitoring of their progress at the academy.

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

All applicants will need to complete the table below but you will give us different information depending on which of the assessment criteria you meet. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

The staffing structure of The Stephen Longfellow Academy has been designed to provide a comprehensive curriculum to all key stages whilst also proving flexibility for professionals and ensuring a balanced budget.

We have assumed a 75% capacity in year 1 rising to 100% in year 2. The staffing structure has been based on a pupil teacher ratio of 1:7 to ensure small group sizes.

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

Due to the mechanism of our top-up funding we are able to appoint to a full staffing structure in year 1 with the assumption of 75% capacity.



We feel this will encourage schools to place students with us at the beginning of KS4 which maximises the time we have with them at this critical time and gives the best possible chance of securing some outcomes and preparing them for the next stage in their education.



Staffing Structure 100% Capacity

Leadership

Year 1 – There will be the appointment of; Principal, Vice Principal, Assistant Principal and 4 Heads of Key Stage.

Year 2 – No Further appointments.

Teachers

Year 1 – The delivery of the curriculum as previously detailed will require the following FTE teaching staff;

- KS3/4
 - English 4 FTE
 - Maths 4 FTE
 - Science 4 FTE
 - History 2 FTE
 - Geography 2 FTE
 - ICT 2 FTE
 - PE 2 FTE
 - DT 1 FTE
 - MFL 1 FTE

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

- KS2 – General Teachers 10 FTE
- KS1 – General Teachers 10 FTE

This gives a teacher staff ratio of 1:5

Year 2 – No further appointments.

The anticipated increased pupils would now give a teacher pupil ratio of 1:7

Support Staff

Year 1

Pupil Support

Child Psychologist 2 FTE

Art Therapist 1 FTE

Music Therapist 1 FTE

Abuse Therapist 4 FTE

HLTA 20 FTE

Administration

Principals PA 1 FTE

Finance Assistant 1 FTE

Receptionist 1 FTE

SIMS Officer 1 FTE

Administration Assistant 1.8 FTE (Term Time Only)

ICT Manager 1 FTE

ICT Technician 1 FTE

Year 2 – No Further appointments.

Staffing Structure 70% Capacity

70% capacity would result in 40 pupils in each key stage in year 1 rising to 53 pupils in each key stage in subsequent years.

Leadership

As per 100% capacity

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

Teachers

- KS3/4
 - English 3 FTE
 - Maths 3 FTE
 - Science 3 FTE
 - History 2 FTE
 - Geography 2 FTE
 - ICT 2 FTE
 - PE 2 FTE
 - DT 1 FTE
 - MFL 1 FTE
- KS2 – General Teachers 8 FTE
- KS1 – General Teachers 8 FTE

This gives a teacher staff ratio of 1:5

Year 2

The following appointments would be made;

Teachers;

- KS3/4:
 - English 1 FTE
 - Maths 1 FTE
 - Science 1 FTE
- KS2 – General Teacher 2 FTE
- KS1 – General Teachers 2 FTE

The anticipated increased pupils would now give a teacher pupil ratio of 1:5

Support Staff

Year 1

Pupil Support

Child Psychologist 2 FTE

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

Art Therapist 1 FTE

Music Therapist 1 FTE

Abuse Therapist 2 FTE

HLTA 16 FTE

Administration

Principals PA 1 FTE

Finance Assistant 1 FTE

Receptionist 1 FTE

SIMS Officer 1 FTE

Administration Assistant 1.8 FTE (Term Time Only)

ICT Manager 1 FTE

ICT Technician 1 FTE

Year 2

The following appointments would be made;

Abuse Therapist 2 FTE

HLTA 4 FTE

The reduced staffing structure to reflect the reduced number of pupils does not adversely affect the delivery of the curriculum. Pupil teacher ratios remain constant and the flexible working arrangements employed by the Trust (see below) ensures that each students education plan is deliverable and cost effective.

Advance Skills Teachers

Although nationally this role has ceased to exist The Gorse Academies Trust considers AST's vital in ensuring standards of teaching across the Trust and considers them to have made a significant contribution to the Outstanding judgement given in their two 11-18 Academies. Our team of AST's are employed centrally but would be available to ensure standards within The Stephen Longfellow Academy as well as facilitate the needs of every student in less popular areas of the curriculum such as MFL.

Working Arrangements

A limited number of permanent teaching staff would be employed by The Stephen Longfellow Academy. Staff permanently employed at other academies within the

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

Trust would be offered secondments for up to 12 months or the flexibility of working across two centres, over staffing in key areas across the Trust would facilitate this. This working arrangement offers development opportunities to our staff and offers us flexibility in our staffing structure to ensure we can meet the curriculum needs and have a balance budget. This flexible approach to working has proved successful at The Elliott Hudson College which opened this academic year.

Line Management

The development of all aspects of strategic performance will be the ultimate responsibility of the Executive Principal of The Gorse Academies Trust. The operational leadership will be the responsibility of the Principal who will be appointed ahead of opening in September 2017.

The Academy Senior Leadership team will have a Vice Principal an Assistant Principal and a Head of Key Stage for the 4 key stages.

The Vice Principal will have responsibility for organising the admissions to the provision and ensuring that capacity of the Academy is maximised. They will also perform the role of SENCO for the organisation. Each student will have a personalised programme of education suitable for their needs, this will be established by the Vice Principal in partnership with their named school or LA were appropriate.

Performance Management

A key feature of The Gorse Academies Trust is a strong emphasis on accountability and performance of staff. This is regarded as the main 'tool' for driving up standards.

The performance management cycle will be complementary to the development and planning cycle for the Academy and will comply with the statutory requirements. Both teaching and support staff will be included in the performance management arrangement for which a bonus scheme is in place. Teachers who are permanently employed at other establishments within the Trust will have input into their performance management by colleagues at The Stephen Longfellow Academy.

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

D4 – the school will be welcoming to pupils of all faiths/world views and none

All applicants will need to complete this section in full for each school they wish to open. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

D4 – the school will be welcoming to pupils of all faiths/world views and none

The Stephen Longfellow Academy will pride itself on its inclusivity. Our motto '*We will never give up on you*' sums up our attitude to ensuring that every child, regardless of the challenge that they bring, is valued equally and cherished as a young person who will go on to make a valuable contribution to society. Our view is that if we cannot provide the necessary support and challenge that each of these children needs at this key point in their journey then it is highly likely that their life in the future will be characterised by struggle, impoverishment, abuse, criminal activity and its consequences and low life expectancy.

The staffing profile that we intend to establish at the academy is key to ensuring that every child and their connected family receives a personalised and carefully planned provision. Critically this will be reflected in the teaching that they receive which will be fine-tuned to their specific need. It will always be challenging. Additionally the integration programme for each child will also be made highly personal and will reflect individual circumstances. This will be continued in the nature of therapeutic and psychiatric support that each child will receive a weekly basis. Much of this work will be individual, where it is not it will take place in small groups which are carefully selected. Central to individual success also is our determination to maintain close links with

D4 – the school will be welcoming to pupils of all faiths/world views and none

named schools; we will not accept the academy being used as a dumping ground and we will require named schools and other key partners to be closely involved in the developing education and support of each child.

The Stephen Longfellow Academy values PSHCE delivery at all key stages as an experience that supports young people for their present and future. Our approach to SMSC, PSHCE, the Prevent Duty and the development of British Values will be delivered appropriately within each key stage. It will also be tailored to the academic ability of children and be sensitive to the lives that they have led so far. As an example we know that many children will have experienced domestic abuse within their own family unit; our work in this area will therefore need to recognise that for many children this is a particularly difficult area.

Through the delivery of a PSHCE curriculum, the academy intends to meet the spiritual, moral, social and cultural (SMSC) development of all pupils/students. Furthermore, the academy recognises that SMSC needs of pupils/students are met through every aspect of their experience and so considers these needs in other policies such as behaviour, admission, inclusion, curriculum, teaching and learning.

The Trust's values that the academy will demonstrate through all aspects of its work, are in line with individual liberty, mutual respect, and tolerance of those with different faiths and beliefs, for example staff recruitment and student admissions.

As part of the academy's general routines, in and out of the classroom, and the way in which individuals relate to each other, children will be encouraged to form their own attitudes and values. By building positive working relationships between children and staff, all members of our academy community will be valued as individuals.

Pupils/students will learn to see the need for good manners, self-discipline and appropriate behaviour in whatever situation they find themselves in.

These working relationships will relate to our holistic approach to our children and include achievements in and out of academy.

The Stephen Longfellow Academy aims to ensure that by the time students have completed whatever period of time they are with us for, they have further developed their knowledge understanding and feelings about themselves and others, are able to increasingly say and do, and understand their responsibilities to lead productive, independent, fulfilling and safe lives.

Through a variety of learning experiences the academy will help each child:

- to think and act for him/her self
- acquire personal qualities and values
- take his/her place in a wide range of roles in preparation for adult life

D4 – the school will be welcoming to pupils of all faiths/world views and none

- develop confidence/independence and personal responsibility
- value and respect him/her self
- respect and value others (Equality Act 2010)
- to know him/her self better and think well of him/her self
- to develop social skills
- prepare students for the challenges, choices and responsibilities of work and employment and lifelong learning
- value and respect belongings/living things/environment
- be able to share/co-operate
- empower students to participate in their communities as active citizens
- develop a global perspective.

The Stephen Longfellow Academy will address the following key PSHCE elements:

- Healthy, safer lifestyle, including:
 - alcohol and drugs (this will include appropriately sensitive work with primary age pupils),
 - Sexual Health, especially how to access support services;
- Relationships
- Economic Wellbeing and Being a Responsible Citizen and
- Careers-related work around university or employment applications.

Through the delivery of both the PSHCE and the wider curriculum children should develop confidence, responsibility, and a positive attitude towards making the most of their abilities. They will be taught to:

- Reflect on and assess their strengths in relation to personality, work and leisure
- Respect the differences between people as they develop their own sense of identity
- Recognise how others see them, and be able to give and receive constructive feedback and praise
- Recognise the stages of emotions and how to deal positively with the strength of their feelings in different situations
- Relate job opportunities to their personal qualifications and skills, and understand how the choices they will make at Key Stage 4 should be based not

D4 – the school will be welcoming to pupils of all faiths/world views and none

only on knowledge of their personal strengths and aptitudes, but also on the changing world of work

- Plan realistic targets. Seeking out information and asking for help with career plans
- Recognise what influences how we spend or save money and how to become competent at managing personal money.

Through the Healthy, Safer lifestyle programme, children will be taught:

- To think about the alternatives and long- and short-term consequences when making decisions about personal health
- To use assertiveness skills to resist unhelpful pressure
- The causes, symptoms and treatments for stress and depression, and to identify strategies for prevention and management
- About the link between eating patterns and self-image, including eating disorders
- About the health risks of alcohol, tobacco and other drug use, early sexual activity and pregnancy, different food choices and sunbathing, and about safer choices they can make
- In the context of the importance of relationships, how different forms of contraception work, and where to get advice, in order to inform future choices
- To seek professional advice confidently and find information about health
- To recognise and follow health and safety requirements and develop the skills to cope with emergency situations that require basic aid procedures, including resuscitation techniques.

Through the Relationships programme children will be taught:

- About the diversity of different ethnic groups and their traditions, and the power of prejudice
- To be aware of exploitation in relationships
- To challenge offending behaviour, prejudice, bullying, racism and discrimination assertively and take the initiative in giving and receiving support
- To work cooperatively with a range of people who are different from themselves
- To be able to talk about relationships and feelings

D4 – the school will be welcoming to pupils of all faiths/world views and none

- To deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully
- About the nature and importance of marriage for family life and bringing up children
- About the role and responsibilities of a parent/carer, and the qualities of good parenting and its value to family life
- About the impact of separation, divorce and bereavement on families and how to adapt to changing circumstances
- To know about the statutory and voluntary organisations that support relationships in crisis
- To develop working relationships with a range of adults, including people they meet during work experience, personal guidance and community activities

Through the Economic Wellbeing and Being a Responsible Citizen programme children will be taught to:

- Take responsibility (for example, by representing the academy to visitors and at outside events)
- Feel positive about themselves (for example, by gaining recognition for the role they play in academy life, such as organising activities through the student union)
- Participate (for example in the Enrichment programme, in an initiative to improve their local community or in challenging activities involving physical performance, public performance or organised events outside the academy)
- Make real choices and decisions (for example, about their priorities, plans and use of time and/or about their study, with regular review and support from their lead professional)
- Develop relationships (for example, by discussing relationships in single and mixed sex groups)
- Consider social and moral dilemmas (for example, young parenthood, genetic engineering, attitudes to the Civil and Criminal Law of England)
- Prepare for change (for example, in relation to progression to secondary or further education and training)

Through the Careers-related work children will be taught:

- Take responsibility (for example, for carrying out tasks and meeting deadlines)

D4 – the school will be welcoming to pupils of all faiths/world views and none

- To be aware of and assess their personal qualities, skills, achievements and potential, so that they can set personal goals
- To have a sense of their own identity and present themselves confidently in a range of situations
- To be aware of how others see them, manage praise and criticism, and success and failure in a positive way and learn from the experience
- To recognise influences, pressures and sources of help and respond to them appropriately
- To use a range of financial tools and services, including budgeting and saving, in managing personal money
- To help them choose their next steps, negotiate and plan their education with parents/carers and others, and prepare and put into practice personal action plans.

The Stephen Longfellow Academy recognises its role in delivering these programmes and will be sensitive to the content and style of delivery. It will at all times ensure that appropriate teaching practices relating to age, ability and cultural identity of the children are implemented.

The academy will hold discussions with those parents/carers who feel that the subject matter is inappropriate for their child and will explore other options that enable age-appropriate learning and teaching to take place.

The academy will use both direct and indirect teaching opportunities for children to learn and all subjects will be underpinned by PSHE, enabling the pupils/students to relate their educational experience with their life and the lives of others and recognise the correlation between them.

The academy will give all pupils/students a strong voice in determining the areas that are covered and ask them what they feel they need, around these three and any additional areas.

Children will be encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their academy. In doing so they will learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They will reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural (SMSC) issues that are part of growing up.

Children will also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They will learn to understand and respect our common humanity,

D4 – the school will be welcoming to pupils of all faiths/world views and none

diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning and which for many have been lacking in the example that has been set for them.

The academy recognises the importance and value of parents/carers and families in helping their children to develop and make responsible decisions for themselves, based on informed choices. We also recognise that many of our children have experienced a dysfunctional family existence and that it is essential that our work in this area reflects the needs of children who lack effective role models and for whom the local authority, foster parents and social care take parental responsibility. This will be reflected in the delivery of the PSHCE curriculum.

PSHCE will be taught by a wide range of staff drawing on their specialist areas of expertise. There will also be input from appropriate external agencies and professionals.

Citizenship will be delivered as part of assemblies, small group meetings, and actual lessons which consider moral issues, careers, economic and industrial understanding, as well as vocational aspects.

The academy will provide opportunities for personal and social development through a variety of strategies that include:

- Individual, peer groups, collaborative group work
- Discussion and role-play
- Involvement in a range of problem solving activities
- Preparation and presentation of tasks for different audiences
- Positive self-assessment
- Positive marking, with verbal or written comments
- Enrichment activities

The academy will use a range of methods to monitor each child's progress and development in PSHCE.

The academy will assess the child's learning in PSHCE by making informal judgements of their level of understanding as staff observe them during lessons, activities, and in their individual and group contributions to academy life.

The academy will work closely with other partner agencies and organisations to reinforce the key concepts and to access specialist expertise that will enhance and support consistency of delivery in the PSHCE programmes.

The designated Assistant Principal will monitor the quality of learning and lessons throughout the year. This Assistant Principal will present a report annually to the Local

D4 – the school will be welcoming to pupils of all faiths/world views and none

Governing Body on the quality of learning and, on all changes which have taken place in the programmes of learning in this area.

The Stephen Longfellow Academy is fully committed to safeguarding and promoting both the welfare of all its pupils/students and fundamental British Values. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. The Tackling Extremism and Radicalisation Policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support.

Our work in this area links closely to our policies on:

- Child Protection
- Anti-bullying and Hate Incidents/Crimes Reporting
- Behaviour Management
- E-Safety and Online

The following national guidelines will also be used in conjunction with this policy:

- PREVENT Strategy HM Government
- Keeping Children Safe in Education DfE March 2015
- Working Together to Safeguard Children HM Government 2013
- Learning Together to be Safe: A Toolkit to help Schools contribute to the Prevention of Violent Extremism

The Office for Security and Counter Terrorism works to counter the threat from terrorism and their work is detailed in the counter terrorism strategy content. This strategy is based on four areas of work and staff at The Stephen Longfellow Academy fully adhere to this approach:

- **Pursue** - To stop terrorist attacks
- **Prevent** – To stop people becoming terrorists or supporting terrorism
- **Protect** – To strengthen our protection against a terrorist attack
- **Prepare** – To mitigate the impact of a terrorist attack.

The main aim of our approach is to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils/students are safe from harm.

Our curriculum promotes the fundamental British Values of respect, tolerance and diversity. Children are encouraged to express themselves through discussions with

D4 – the school will be welcoming to pupils of all faiths/world views and none

staff and each other. Children learn about other faiths and are taught about how to stay safe when using the internet.

Our objectives are that:

- All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All governors, teachers, teaching assistants and non-teaching staff will know what the school policy is on tackling extremism and radicalisation and will swiftly follow the policy guidance when issues arise.
- All pupils/students (as appropriate to their age) will understand the dangers of radicalisation and exposure to extremist views; building resilience against these and knowing what to do if they experience them.
- All parents/carers and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure that they are appropriate and effective.
- Pupils/students are helped to understand the importance of democracy and freedom of speech, through the SEAL (Social and Emotional Aspects of Learning) assemblies and through carefully planned teaching.
- Pupils/students are taught how to keep themselves safe, in school and when using the internet.
- Pupils/students participate in local community events so that they appreciate and value their neighbours and friends who may not share their faith background.
- Pupils/students are supported in making good choices, so they understand the impact and consequences of their actions on others.

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism is defined as the holding of extreme political or religious views.

The Governing Body has a **zero tolerance** approach to extremist behaviour for all members of the school community. We rely on our strong values to steer our work and ensure the pastoral care of our children protects them from exposure to negative influences.

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include:

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.

D4 – the school will be welcoming to pupils of all faiths/world views and none

- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting or derogatory names for another group.
- Increase in prejudice-related incidents committed by that person – these may include:
 - Physical or verbal assault
 - Provocative behaviour
 - Damage to property
 - Derogatory name calling
 - Possession of prejudice related materials
 - Prejudice related ridicule or name calling
 - Inappropriate forms of address
 - Refusal to co-operate
 - Attempts to recruit to prejudice related organisation
 - Condoning or supporting violence towards others

Although serious incidents involving radicalisation have not occurred within The GORSE Academies Trust to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the region and society in which we teach. Staff are reminded to suspend any ‘professional disbelief’ that instances of radicalisation ‘could not happen here’ and to be ‘professionally inquisitive’ where concerns arise, referring any concerns through the appropriate channels, currently via the Designated Safeguarding Leads.

We believe that it is possible to intervene to protect people who are vulnerable. **Early intervention is vital** and staff must be aware of the established processes for front line professionals to refer concerns about individuals and/or groups. We must have the confidence to challenge, the confidence to intervene and we must ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practice.

Through training opportunities in school, we will seek to ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on and are aware of how we can provide support as a school to ensure that our children are resilient and able to resist involvement in radical or extreme activities.

D4 – the school will be welcoming to pupils of all faiths/world views and none

Upon arriving at the academy, all visitors including contractors, will read the Child Protection and Safeguarding guidance and be made aware of who the DSLs are and how to report any concerns which they may experience. Visitors will sign that they have read and will comply with the guidance.

If any agreement is made to allow non-school groups or organisations to use the premises, appropriate checks will be made before agreeing the contract. Usage will be monitored and in the event of any behaviour not in-keeping with the Tackling Extremism and Radicalisation Policy, the school will contact the police and terminate the contract.

Through our website and through our relationships with other schools, local authorities and other groups we will seek to ensure that we communicate a clearly inclusive message regarding our determination to work with children from all backgrounds and communities. The Stephen Longfellow Academy will be heavily focused on serving the needs of children in the south, south east and south west of the Leeds city region. Consequently we know that many of those children will come from white British communities which are characterised by deep-rooted privation. We also know however that within the region a range of ethnic, cultural and religious groups are also of importance in the development of this academy. We are fortunate that our Trust is almost entirely based in this part of the city so our links to religious and community leaders within those groups are already well established. Our website will set out to engage with all groups and this will be reflected in, for example, the opportunity to read text in a range of languages.

The GORSE Academies Trust has an excellent track record of encouraging children from different faiths, backgrounds and communities to work and learn together with great success. We will seek to further develop that success at The Stephen Longfellow Academy. This will be reflected in our highly personalised approach to teaching and to the grouping of pupils/students. We will also ensure that children work together with respect in sessions which are therapeutic as well as providing exciting opportunities through enrichment activities which bring children together on a range of new experiences.

D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately

All applicants will need to complete this section in full for each school they wish to open. Please:

- use the table below to complete; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately

The Stephen Longfellow Academy will cater for children across the south, south east and south west of the Leeds city region who for a range of reasons have been unsuccessful in mainstream education. For a small number of students this will not be the case. For the latter group we recognise that we will at times need to provide very high quality therapeutic support for children on, for example, a weekly basis but who receive no academic education with us because they are doing well academically in their named school.

Most children will be with us for a full time period of a range of lengths. It is possible though unlikely that a child will be with us for as short a period of time as one week but this would be in exceptional circumstances where, for example, a named school requires a child to be with us for a reasons of safeguarding whilst arrangements are made to facilitate their provision in mainstream education. In normal circumstances the minimum that a child would be with us for is four weeks as this allows us the opportunity to assess their needs properly and to engage in therapeutic and academic support. Some pupils/students will be with us for considerably longer and, in the case of key stages 1, 2 and 3 up to a maximum of a full academic year. It is possible that a child who has been with us for a full year remains with us in the next year but there should be no assumption that this will be the case and such a development will be subject to extensive assessment of need.

Our approach to working with every child will be personalised and centred around a team approach which has at its heart the child. Each child will be carefully integrated to the academy through an approach overseen by the Vice Principal who is also the academy's SENCO. Those meetings will also be attended by the named school and where appropriate the parent, local authority and social care services. From those meetings a personalised plan for therapeutic and psychiatric support will be established along with a plan to maximise academic progress through the excellence of the teaching available. Each child will also have the opportunity to engage in a range of extra-curricular activities which will appeal to their interests but will also give them experience of new challenges.

The Vice Principal who also acts as SENCO is critical to the success of the academy. That colleague will oversee all aspects of the assessment of need for every child, identifying the correct process of integration and departure from the academy. The SENCO will be responsible for monitoring the performance of every child in their time at the academy and this will include academic progress and therapeutic support. The SENCO will also identify appropriate intervention as a result of that monitoring and will link with Heads of School, the Assistant Principal responsible for non-teaching professionals and ultimately the Principal to ensure that teaching is being modified in order to meet children's needs. The SENCO is also the key face of the academy

D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately

regarding its links with other schools, local authorities, other commissioners, key agencies and parents and carers.

Our SENCO will have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting supportive and constructive relationships with them. They will communicate promptly and effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being. Having a commitment to collaboration and co-operative working is also critical to the role. Our SENCO will work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.

Our SENCO must, in line with other SENCOs across the Trust, maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity. They will understand the current legal requirements, national policies and local guidance on the safeguarding and promotion of the well-being of children and young people. It is essential that they know how to identify potential child abuse and follow safeguarding procedures and how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for further support.

Our SENCO will ensure that the academy upholds its duties and complies with legislation according to the SEN Code of Practice. They will co-ordinate, monitor and develop provision for pupils/students with SEND and according to national and local guidelines, the SEND policy, handbook and academy procedures. Our SENCO will be central in our drive to raise standards of attainment and achievement across the whole of the academy and to monitor and support children's' progress.

It is essential that the SENCO is successful in maintaining appropriate records of both assessment and teaching and to provide relevant, accurate and current data as required to ensure that children's files are up to date and accurate. The SENCO will also co-ordinate relevant assessments and documentation for access arrangements for examinations. This will be crucial for success in Key Stage 2 and Key Stage 4 examinations.

We know that children on placement at The Stephen Longfellow Academy will present a range of challenging behaviours and attitudes during their time with us, particularly in the earlier part of their placement. Our experience and expertise as a Trust will be of central importance in ensuring that behaviour standards are excellent and that all

D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately

members of the community are kept safe. The first stage of that process will be secured through the excellence and thoroughness of the preparatory meetings prior to integration. Secondly, the academy will also benefit from extremely advantageous staffing levels meaning that we are able to provide intensive support for children at moments of great challenge or crisis. We intend to establish secure points of access and egress for each of the four schools, ensuring as we do that we increase the level of safeguarding within the Trust. All staff will be provided with extensive training in the de-escalation of confrontational situations, safe restraint and the need to follow the highest standards of health and safety and child protection at all times. This training will take place for all staff prior to the academy opening in September 2017.

All children will benefit from a process used across the Trust which promotes good behaviour and deals efficiently with challenging behaviour when it occurs. We recognise that the Positive Discipline system in use in our mainstream schools will need to be adapted in order to bring about success at The Stephen Longfellow Academy. Nevertheless absolutely consistent systems will be established within each key stage which reward good behaviour and challenge unsatisfactory conduct. At The Stephen Longfellow Academy each child is engaged to a lead professional and it is this colleagues key responsibility to ensure through a daily dialogue and communication that each child is motivated, happy, safe and keen to do well in their learning. They will also seek to ensure that each child is engaging positively in therapeutic and psychiatric support.

On some occasions children will attend the academy who have specific health needs. It will be essential that our building is developed in a manner which facilitates a high care suite for primary age and separately for secondary age children. This will facilitate the opportunity for developing personal hygiene, for privacy when changing clothing and for supporting medical procedures which are required. Each key stage will have two identified members of staff who are trained in supporting children with health needs. It will also be the role of the Vice Principal who also acts as SENCO to ensure that children with health needs are supported through appropriate agencies and specialist medical staff.

Section E – evidence of need

This section will need to be completed by **all** applicants. Please:

- use the space provided below; and
- include evidence as annexes;

- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

E1 – provide valid evidence that there is a need for this school in the area

The quality of alternative provision in the Leeds city region, including in the south of the city is poor. As a consequence of this we have engaged with a range of stakeholders and potential commissioners over the course of the last 16 months to ensure that they also share the view that the current quality of provision is inadequate and that there is a need for a fresh approach based around a new alternative provision free school which will change the deal for children from some of the most dysfunctional families and disadvantaged communities in the city. The engagements with those potential partners took place in the summer of 2015 and came in response to the letter that was sent to them outlining the proposed provision that the alternative provision would offer. This is attached. (Appendix 1)

The Trust then held a series of meetings with key partners including senior representatives from the local authority, leaders of cluster groups across the south of the city and headteachers of secondary schools which are within 4 miles of the intended site for The Stephen Longfellow Academy.

The response from a small number of potential partners was negative. This was essentially driven by their own current interest in alternative provision which would be threatened by the development of a much stronger competitor. Overall, however, the response from all key partners has been overwhelmingly positive. Attached to this application is the following evidence:

- A statement of support from the local authority's Head of Learning Improvement in which he acknowledges the current lack of acceptable alternative provision and the need for high quality support for vulnerable children. Importantly that communication also confirms the highly constructive discussions which have taken place with the local authority regarding the recoupment of place funding from the third year of operation. The LA is fully accepting and supportive of this development. (Appendix 2)
- Statements of support from the leaders of two clusters representing a total of 29 primary schools. Those communications come as a result of extensive consultation between the Trust and the clusters of schools and, we hope, provide compelling evidence of their commitment requiring places in Key Stages 1 and 2. Between them, as set out in the table below, they would require more places than are actually available in Key Stages 1 and 2. Both communications also make clear that they are happy to pay the required commission fees of £80 per day for dual registration. (Appendix 3)
- Statements of support from a further 3 primary academies from within our Trust each making clear their support for the application, the number of places that

E1 – provide valid evidence that there is a need for this school in the area

they would seek to commission and their support of the cost of commissioning a place. (Appendix 4)

- Statements of support from 6 secondary academies, 4 of which are academies within The GORSE Academies Trust. All are supportive of the application and make clear their commitment to commissioning services, the number of places they would expect to commission and their full knowledge and acceptance of commissioning costs. (Appendix 5)

At Key Stage 1 the academy will offer 75 places. The evidence provided shows that the Morley Cluster has committed to commissioning 65 places at Key Stage 1. The JESS Cluster has committed to commission 94 places at Key Stage 1. Furthermore the 3 primary academies from the Trust have committed to commissioning 16 places at Key Stage 1. Overall this represents a demand of 175/75 or an over subscription of 233%.

At Key Stage 2 the academy will offer 75 places. The evidence provided shows that the Morley Cluster has committed to commissioning 78 places at Key Stage 2. The JESS Cluster has committed to commission 102 places at Key Stage 2. Furthermore the 3 primary academies from the Trust have committed to commissioning 22 places at Key Stage 2. Overall this represents a demand of 202/75 or an over subscription of 269%.

At Key Stage 3 the academy will offer 75 places. The evidence provided shows that Swallow Hill Community College is committed to commissioning 12 places, The Farnley Academy 8 places, The Morley Academy 9 places, The Ruth Gorse Academy 18 places, Bruntcliffe Academy 10 places and Cockburn School 20 places. Overall this represents a demand of 77/75 or an over subscription of 103%.

At Key Stage 4 the academy will offer 75 places. The evidence provided shows that Swallow Hill Community College is committed to commissioning 10 places, The Farnley Academy 7 places, The Morley Academy 8 places, The Ruth Gorse Academy 18 places, Bruntcliffe Academy 15 places and Cockburn School 20 places. Overall this represents a demand of 78/75 or an over subscription of 104%.

We have been unable to find any evidence of a Commissioner Demand Table and colleagues who we have contacted at the DfE regarding this have also been unable to find that table. We hope that the above information represents what would have been placed in the Commissioner Demand table.

In submitting this application we have looked very carefully at the quality of provision provided by other similar organisations across the south, south west and south east of the city. We know from our own personal experience that there is very little high quality therapeutic support available for children with a range of needs. We are also very

E1 – provide valid evidence that there is a need for this school in the area

concerned regarding the fact that none of the providers has been assessed or inspected by Ofsted.

Current Alternative Provision in the South West of the Leeds city region

The choice and quality of alternative provision for the 6 secondary schools and 37 primary schools in the south west of the Leeds city region is poor.

The main provisions are provided and funded by the Area Inclusion Partnership with top up fees from the Schools/Academies. These consist of KS1 Placements, KS1 Outreach, KS2 Swinnow Oasis, KS2 St Barts Oasis, KS3 Oasis, West11, West14 and Wilz.

In the academic year of 2014-2015 these provisions provided support for 2000 students and families. The standard of education received by these vulnerable young people was concerning.

West 14

In the academic year of 2014-2015 21 year 11 students graduated from West 14. Of the 21 year 11 students, 14 had been educated for more than 2 terms in small groups of 2-6. Disappointingly only 62% of these students attained a level 2 qualification in English or Mathematics, with an unacceptable 46% achieving a level 2 qualification in both English and Mathematics. The percentage of students that passed all of their exams was 46%. The average attendance for these students was well below the national expectation, at 76%.

The poor outcomes and negative impact was a result of a number of factors:

- The curriculum is limited as the subjects offered are taught by a small group of unqualified teachers who rely on the support of the partner schools to provide schemes of work and lesson plans.
- The majority of teaching staff have not received any formal training on teaching and learning strategies, personalisation, examination rubric and they are unsure how to measure progress in lessons or over time.
- As a result of the inadequate quality of teaching and learning the behaviour of students at the provision is poor.
- Teaching staff are unaware how to identify and support students with special educational needs.
- Staff have limited knowledge and understanding of mental health issues and how to manage students from chaotic homes in which problems such as alcohol abuse, drug taking, domestic violence and family breakdown are common.
- Leaders have had minimal training and rely on partner schools to provide this so they can manage their team effectively.
- Intervention to improve progress is minimal.

KS3 Oasis

KS3 Oasis is a service for children presenting challenging behaviour that focuses on therapeutic intervention, allowing children to examine their emotions, attitudes, and

E1 – provide valid evidence that there is a need for this school in the area

values through informal learning activities that encourages them to reflect on their own conduct and contemplate possible changes.

In the academic year of 2014/15 20 students were referred throughout the year. The overall attendance was well below national expectations at 83.3%.

There is limited focus on academic progress at this provision. Instead a student's SEMH is assessed using the Strengths and Difficulties Questionnaire (SDQ). On entry 84.6% of students had an abnormal score; by the end of the academic year 12.5% moved to borderline and 12.5% to normal.

Despite the small groups and direct focus on therapeutic intervention to improve students' social, emotional and mental health needs, little progress was made.

This was a result of the following:

- Staff are not professionally trained to manage and support students with significant mental health needs.
- Progress reports focus on behaviour and engagement rather than academic progress.

AIM Education

The South West of Leeds also has access to private alternative provision where unfortunately similar standards are seen.

- Attainment and behaviour is poor.
- Staff have limited understanding of course specifications or assessment guidelines such as the changes to BTEC marking.
- The actual premises of the buildings are unsafe and not fit for purpose. (Appendix 6)

Current Alternative provision for the South East of Leeds.

The current quality of alternative provision in the south east of the city region is very varied in quality and insufficient in number for the student population. Only one of the organisations has been monitored by Ofsted and many children leave with a poor qualification base and little or no improvement in their behaviour and mental health.

Southway

Now based at The Hub in Middleton. They also now provide students with a full GCSE program – students at Southway take between five and eight GCSEs (Although some of the subjects discount each other). Approximately 60 students are on roll (KS3 and KS4). This is the only off-site provision in the south and south east of the city to offer full time courses for approximately 9650 secondary age students.

Footsteps

Off-site provision run by Cockburn/AIP currently at the community centre in Middleton but shortly moving to new premises at Belle Isle (not far from Southway). The maximum

E1 – provide valid evidence that there is a need for this school in the area

number of students they cater for is 12-15 on a short term basis (usually half a term or a term) KS3 & KS4 students are included. The building environment is extremely poor. The emphasis had been on modifying behavior and engaging students in education. Under new leadership, in the new premises they are intending to focus more on outcomes and progress for individual students.

Their intake is largely students on 6th day provision, school refusers who they are trying to integrate into mainstream and KS3 students who are causing an issue at school but are not yet heading for Southway.

Involve

Involve Learning Centre is situated in Hunslet. They take a maximum of 15 students at any one time and have a mix of KS3 and KS4 on a short term placement with the view that they will be re-integrated back into their mainstream school. The building/environment is very poor.

The courses they do are low level and help towards OCR accredited courses that students might be doing at school (Level 1)

Involve also has links with St Luke's Cares – a charity in Beeston that does have a house where alternative education is offered to a maximum five students

The Works – (Skateboard Charity)

The Works Charity recently opened the door to The Works 14 to 16 programme, accredited as 'Good' by an independent Ofsted Inspector. The programme was created to allow young people to feel part of a team and learn in a relaxed environment, where the emphasis is about challenging the young person to raise their aspirations but acknowledge if they need support we are there for them in any situation. They are based in Leeds city centre not far from the railway station.

Qualifications done are NVQs. Southway now use this for their off-site provision. They take small groups of students at any one time.

The Hunslet Club

They provide courses leading to accredited vocational qualifications in vehicle maintenance, construction, hair and beauty, sport, ICT, key skills, catering, dance and music production for 14 to 16 year olds.

The courses are from a few weeks to two years in length. (In the last academic year 380 pupils referred from almost forty high schools across the area gained an average of four qualification certificates each).

Southway do use some of their courses.

Primary Provision – The Inclusive Learning Centre.

Inclusive Learning Service (ILS) is funded by Leeds city council offering primary age children an alternative provision to mainstream education when they are experiencing

E1 – provide valid evidence that there is a need for this school in the area

difficulties emotionally and socially which is resulting in negative behaviours that make it unsafe for them and others around them in school. ILSs core offer is to provide education in a supported learning environment which focuses on the children understanding and being able to control their emotions linked to behaviour that effects their learning.

ILS have a sensory room and other designated spaces for the children to access where they can calm down and learn to self-regulate. The service offer various group work sessions encompassing working together, bullying, managing emotions, boxercise, cooking, art therapy and the 'THRIVE' programme which is delivered by a fully qualified THRIVE practitioner.

Please tick to confirm that you have provided evidence as annexes:

E2 – clear plans to manage referrals

All aspects of reintegration and transition will be overseen by the Vice Principal and it will be his/her role to ensure that information is shared in an accurate and timely manner. Each pupil/student who is set to enter the academy will also have attached to them a key professional. That colleague will be one of our non-teaching professionals and will remain as the key contact for the pupil/student throughout the process of transition and this arrangement will continue for the whole of that child's time at the academy.

The academy will always seek to ensure that other providers and potential commissioners understand the importance of their role in providing accurate and appropriate information; a prerequisite which will be set out as a part of our admissions process will be for schools and local authorities to provide information in writing and through direct conversation which is of high quality. Where this does not take place then the child will not be permitted to the academy.

Whilst a child is dual registered with us at this alternative provision it will be a non-negotiable requirement that the named school for the child has an identified lead professional who is in regular contact with us, and with the child. We will require the child to be visited by their named school representative every four weeks so that important contact and familiarity is maintained. At those four week points a key professional discussion forum will also take place where the child's academic progress and the success of their engagement in therapeutic and psychiatric support will also be considered and shared.

E2 – clear plans to manage referrals

Where possible the Vice Principal and the identified key member of non-teaching staff will also meet with the family of the child set to enter the academy. We recognise that in some instances this will not be possible. Where this is the case then we would want a representative from Social Care or the local authority to act as an advocate for the child. Significant time, a minimum of three preparatory meetings, will take place between the Vice Principal, the key professional and the child who is set to take a place at the academy. At least one of those meetings will be attended by the child's current school. The overall structure of the meetings will be shaped by the potential need and age of the child.

Pupils/students who start at the academy will have established for them during the course of the preparatory meetings a phased entry programme which works for them as an individual and reflects their needs. Most entrants to the academy will establish a partial timetable in the first instance but we are determined to ensure that all pupils/students are, as quickly as possible, move onto a 25 hour curriculum.

We recognise that a small number of pupils/students will experience more than one placement with us at The Stephen Longfellow Academy. Where that is the case the full requirements of the outlined transition programme will be undertaken as we recognise that such an approach is in the best interest of the child and is important in assessing potential risk and challenge.

It will be a requirement for the named school to provide for the academy key base line information with examples of the child's work from across the curriculum. Based upon this and built upon the planned integration programme targets will be set for each child regarding their academic progress. All pupils/students at The Stephen Longfellow Academy will be subject to The GORSE Academies Trust's assessment process which is led by our Director of Assessment. This process requires a review of every child's progress within the Trust every four weeks and this information will feed into the key discussion meetings that take place between professionals, the child and the named school every four weeks. These meetings will facilitate the opportunity for honest reflection and will seek to fine-tune targets as appropriate. This will include setting higher targets where it is found that those set originally were insufficiently challenging.

Because this process is taking place every four weeks and fully involving the child and their named school the process of reintegration should be smooth and less challenging. Indeed, it is our hope that as named schools witness the improvement in a child's academic performance often linked to improvements in their mental health then they will take the lead along with the child and where appropriate the child's family in encouraging the reintegration into mainstream schooling.

We believe that The Stephen Longfellow Academy will be attractive to schools and academies and other potential commissioners because of the quality of provision that it will provide. This is evidenced in the extensive array of supporting statements that we

E2 – clear plans to manage referrals

have regarding this application. We also intend to ensure that our website is particularly attractive to potential users.

As time moves forward and in line with other academies within The GORSE Academies Trust we expect the reputation of The Stephen Longfellow Academy to develop to such an extent that we become heavily oversubscribed, and rapidly so.

Section F – capacity and capability

F1 (a) Skills and experience of your team

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

If you are a sponsor with at least one school, or a MAT with at least two schools, and you have a letter or email from your RSC office saying how many free schools you have capacity to open, you need to:

- Tell us **who (a named individual) is in charge** during pre-opening and provide their CV.

If you do not meet the criteria set out above, please:

- complete the table below; and
- provide a short commentary on your plans to manage the pre-opening project.

You must complete a separate line for each member. Please identify individuals who will be company members, trustees, the chair of trustees, members of the pre-opening team and if applicable, the local governing body, including the chair if they have been identified.

Name	Where they live (town/city)	Role(s) (pre-opening team, member, trustee, principal designate, local governor, once the school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give	Available Time (hours per week)
N/A				

[Add lines as appropriate]

F1 (a) Skills and experience of your team

The named person who is in charge of this project during pre-opening is [REDACTED]

[REDACTED] His CV is attached.

The proposed timeline for the appointment of a Principal Designate will be as follows:

- Position advertised April 2016;
- Interviews and selection process May/June 2016;
- Successful candidate confirmed and approved by the Board June 2016;
- Principal Designate takes up position January 2017;
- Becomes Principal of The Stephen Longfellow Academy September 2017.

F1 (b) Skills gap analysis

This section will need to be completed by **all** applicants. Please set out any skills gaps that you think exist within your group and how you intend to fill them. Please:

- complete the table below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Skills/experience missing	Where is the gap? ie pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
Recruitment of professionals with expertise in psychiatric and therapeutic support	We have no experience of successfully recruiting these professionals.	We intend to commission the services of an expert recruitment agency in this area who will work in partnership with our highly experienced human resources team.
Leadership of Alternative Provision	We have limited experience of actual leadership in this area.	We will be asking our Director of Primary Education [REDACTED] to take a lead on the development of leadership models for the academy. [REDACTED] led school improvement in Wakefield LA which provided him with extensive experience of AP leadership. [REDACTED] will be linking with two AP free schools which have been graded as Outstanding to examine their work in this area.
Successful building design for all through AP provision	We have little experience of designing excellence buildings for AP.	We will continue to work with our buildings consultant [REDACTED] to take this forward. We will examine the buildings of similar successful free schools nationally and seek advice from proven specialists in the sector.

[Add more lines as appropriate]

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

All applicants will need to complete this section in full for each school they wish to open. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

We will need to make no changes to our schemes or delegation in order to ensure that our Trust continues to exercise strong accountability. We will, however, be establishing a new governing body for The Stephen Longfellow Academy. As has been the case with other academies in the Trust including free schools we will utilise the expertise and excellence of our governors in order to ensure that we maintain very high standards. Two of our governing bodies have been rated as Outstanding and we will be asking two colleagues for each of those to join us on the governing body of this alternative provision. Additionally our National Leader of Governance will act as the Chair of the governing body for its first year thus ensuring the effectiveness of the body's work.

We have already confirmed that our key partner to the Trust the University of Leeds will be represented along with a range of professionals from the health care profession. We have also agreed to have a representative from the local authority on our governing body in order to ensure that our partnership with them is highly successful.

We intend to ensure that our governing body is small in number but significant in strategic impact. It will be our intention to have a least one representative of the governing body on the Board of The GORSE Academies Trust.

Having looked very carefully at the position of potential conflicts of interest I can confirm that we are confident that there are no specific conflicts of interest. There will be no financial transactions that will take place between any member/trustee and the academy at any point.

F3 – independent schools, including alternative provision that is privately run: a good educational track record and credible plans for meeting the standards of the state sector

This section is for independent converters to the state sector only. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

F3 – independent schools, including alternative provision that is privately run: a good educational track record and credible plans for meeting the standards of the state sector

[Add text here. Table expands] N/A

F4 – independent schools, including alternative provision institutions that are privately run: a good financial track record and credible plans for meeting the standards of the state sector

This section is for independent converters to the state sector only. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

F4 – independent schools, including alternative provision institutions that are privately run: a good financial track record and credible plans for meeting the standards of the state sector
[Add text here. Table expands] N/A

F5 – independent schools, including alternative provision institutions that are privately run: an appropriate, well-maintained, and secure site

This section is for independent converters to the state sector only. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

F5 – independent schools only: an appropriate, well-maintained, and secure site
[Add text here. Table expands] N/A

Section G – budget planning and affordability

All applicants will need to complete this section, but you will give us different information depending on which type of group you are.

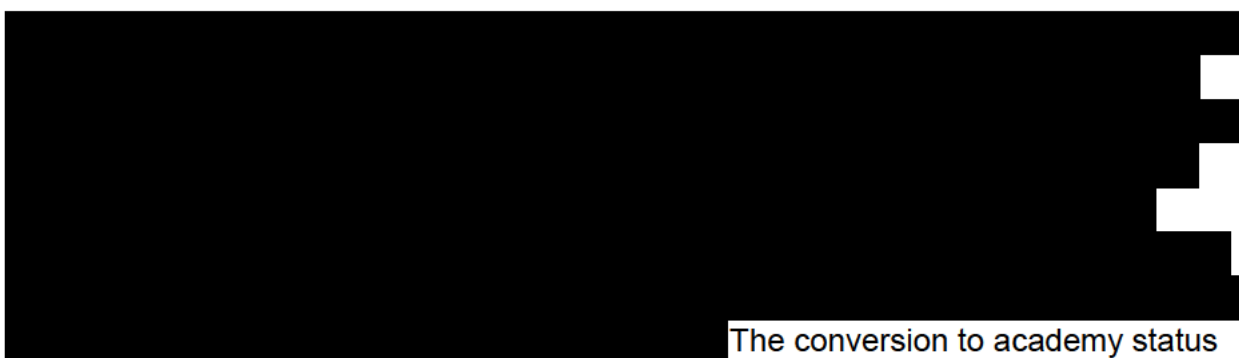
Please:

- complete the Excel spreadsheet (where necessary);
- add any commentary you want to include in the space provided below, for example, explaining the costs of centrally provided services (we do **not** want you to provide a commentary on the whole budget, please only include particular areas you want to highlight); and
- refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

G1 – budget planning and affordability

The GORSE Academies Trust Finance Team

The GORSE Academies Trust has an excellent and very experienced finance team. It includes a Director of Finance who is a qualified accountant and has over ten years' experience in education finance and two Assistant Group Accountants who between them have over forty years of experience working in schools finance mainly with Leeds City Council. Both the Director the Finance and one of the Assistant Group Accountants are Specialist Leaders of Education with the National College. These appointments were made based on their experience of working with failing schools and the work they have done in moving these schools from a position of significant budget deficit and financial mismanagement to surplus budgets with sustainable staffing structures.



The conversion to academy status necessitated the introduction of new financial systems and procedures to ensure the production of all financial information to meet EFA and statutory requirements. The Director of Finance led this transition and now leads an outstanding team of professionals who pride themselves on meeting all deadlines imposed by the EFA and who have submitted unqualified audited statutory accounts each year in line with Companies House requirements.

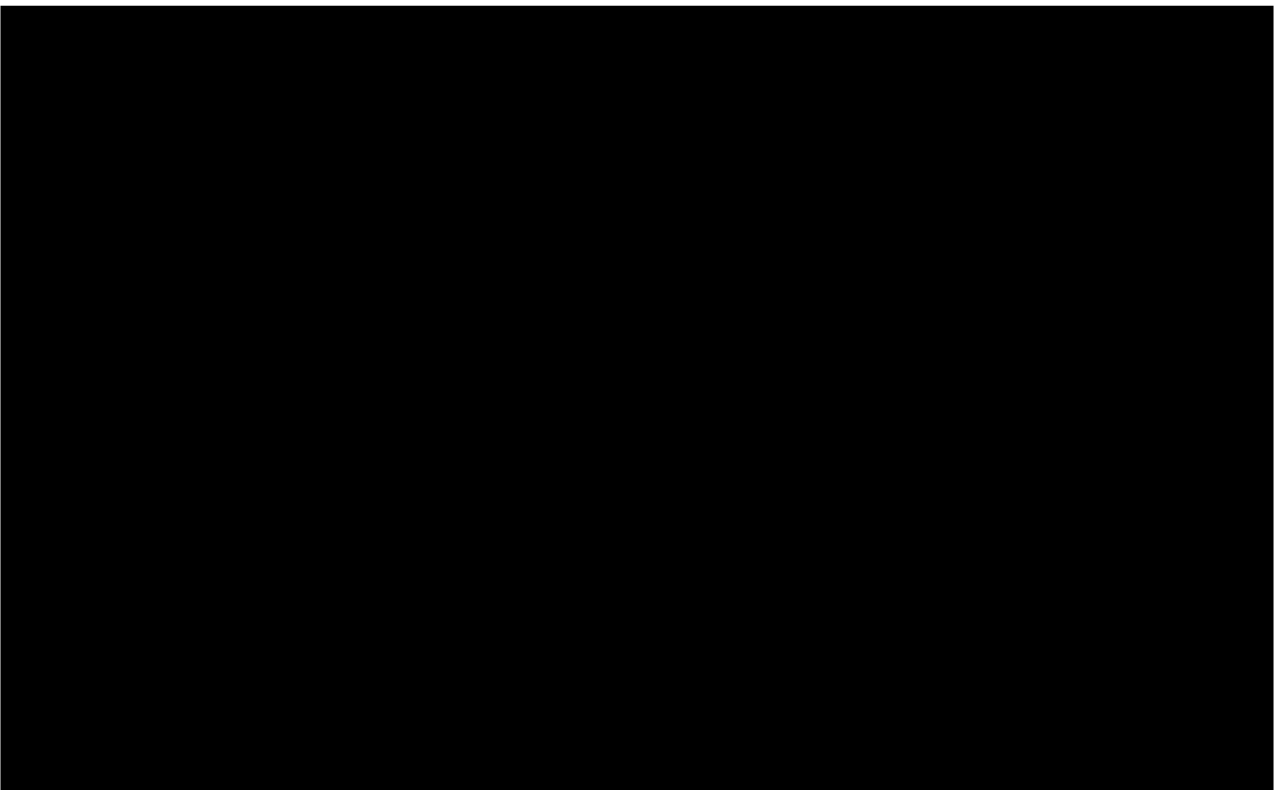
G1 – budget planning and affordability

This finance team would provide all the financial services for The Stephen Longfellow Academy with one member of staff located on site to carry out the basic processing of orders, invoices and petty cash. The Stephen Longfellow Academy would have a separate finance data base linked to the GORSE Academies Trust head office. This would allow all other finance functions to be carried out at this central location. These include payment of suppliers, banking, VAT, asset management, completion of all EFA returns and production of annual accounts. Budgets would be set in conjunction with the Executive Principal and Principal of the Academy. These would then be monitored and reported to SLT, Governing Body and the Trust Board by the finance team. This is a copy of the system that has been set up for other organisations within the Trust and is proving to work successfully. This centralised system of operation has been praised by auditors and used as an example of best practice.

The experience and track record of the Gorse Academies Trust finance team clearly demonstrates that they have sufficient financial and business expertise to manage a highly successful and financially viable organisation.

The Stephen Longfellow Academy - Financial Explanation

Funding and Income



We feel this will encourage schools to place students with us at the beginning of KS4 which maximises the time we have with them at this critical time and gives the best possible chance of securing some outcomes and preparing them for the next stage in their education.

G1 – budget planning and affordability

This mechanism results in front loaded funding in year one as the average top up rate is higher than in subsequent years which allows us to appoint a full staffing structure.
(Appendix 7)

Other Income

No other income is anticipated, pupils will not be charged for uniform or school meals.

Staffing Plan

All staff be appointed in year one as the front loaded top-up funding allows for this.
Please see section D3 for the staffing structure.

Grades for all roles are consistent with those throughout the Trust. All teachers are assumed to be appointed on UPS1 which reflects the fact that experienced teachers are likely to be required.

Positions that are not currently available within the Trust have been costed at the market rate.

Other Staff Costs

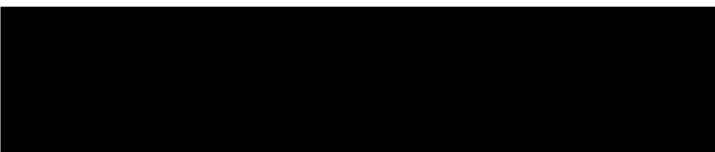
Employee Expenses are expected to be higher than average due to some staff providing outreach support to students.

Training Costs

Training costs are expected to be lower than average as the majority of training across the Trust is done in house with joint training days.

Incremental Costs

This reflects the amount of increase in salary costs for both teaching and support staff in relation to automatic incremental rises.



Bonus Scheme

The Trust operates a Performance Management bonus scheme for colleagues that have exceeded the performance management targets.

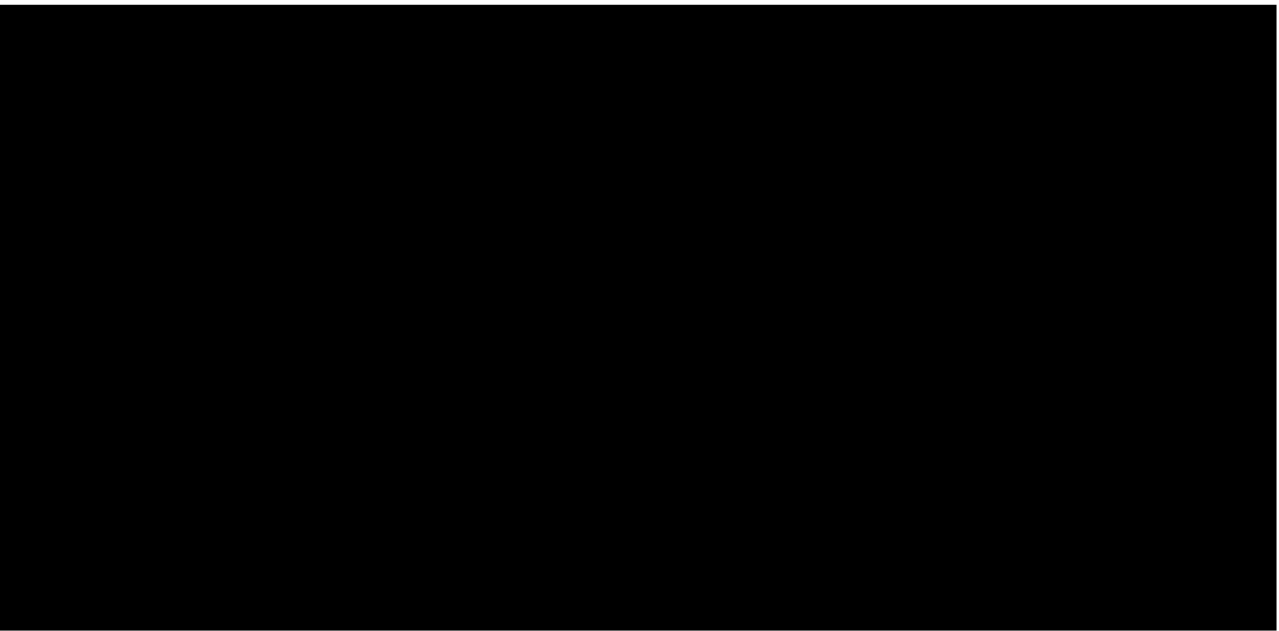


Overtime

This allows for overtime payments for the support staff teams usually site staff and ICT staff.

G1 – budget planning and affordability

Premises

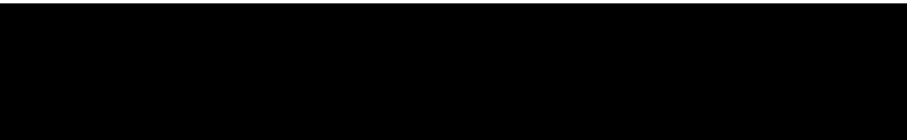


Building Services

This refers to the purchase of [redacted] Services for support with all buildings related issues.

Other

Insurance



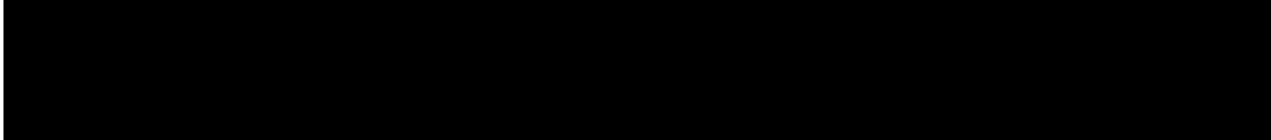
Depreciation



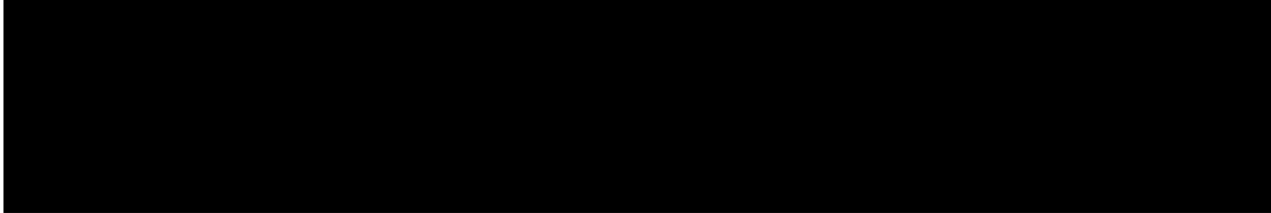
Payroll



G1 – budget planning and affordability



Annual Surplus/Deficit



Section H – premises (use Excel spread sheet)

This section will need to be completed by **all** applicants. Please:

- complete the Section H tab in the Excel spread sheet; and
- refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Annexes

This section will need to be completed by **all** applicants. Please:

- Provide CVs of key individuals, any letters of support and maps.
- The annex is excluded from the page limit but should be submitted as part of your application, ie as one Word document.
- refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

CV template

CV template		
1	Name	[REDACTED]
2	Area of expertise (ie education or finance)	[REDACTED]
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> • name of school/ organisation 	[REDACTED]
	<ul style="list-style-type: none"> • position and responsibilities held 	[REDACTED]
	<ul style="list-style-type: none"> • length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	[REDACTED]
4	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> • date of qualification • professional body membership number • how your qualifications are maintained 	
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> • the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and 	

CV template	
	<p>per student for level 3 qualifications</p> <ul style="list-style-type: none"> • If the above are not available, the track record of your school in terms of both qualifications achieved and the positive destination of pupils (ie successful re-integration of pupils to mainstream where appropriate or progression eg to employment) • school's best 8 value added scores for the years you were in post, if applicable
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> • Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications • If the above are not available, the track record of your subject/department/school in terms of both qualifications achieved

CV template	
	and the positive destination of pupils (ie successful re-integration of pupils to mainstream where appropriate or progression eg to employment)
6	Brief comments on why your previous experience is relevant to the new school
7	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.
8	Reference names(s) and contact details

CV template		
1	Name	[REDACTED]
2	Area of expertise (ie education or finance)	[REDACTED]
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> • name of school/ organisation • position and responsibilities held • length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
4	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> • date of qualification • professional body membership number • how your qualifications are maintained 	
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> • the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	

CV template		
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CV template		
	successful re-integration of pupils to mainstream where appropriate or progression eg to employment)	
6	Brief comments on why your previous experience is relevant to the new school	[Redacted]
7	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[Redacted]
8	Reference names(s) and contact details	[Redacted]

Self-assessment form for independent schools

Name of school	N/A					
Girls/Boys/ Co-educational		% Special Educational Needs	% Free School Meals (or pupils on bursaries)	% English as an Additional Language	% Persistent Absence	% Attendance
Name of principal		Additional information about the school				
Chair of governors		[Please provide details about your school's site, physical environment and any finance issues, including any debt you may have.]				
Number of pupils currently on roll						
Capacity						

Your assessment against Ofsted framework (please provide a commentary) Review outcomes - current position		Your self-assessed Ofsted grade (1-4)	Required position - risks, actions plan (including priorities identified) and timescales
Overall Position	[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors, please delete this guidance before submitting this form]		
Achievement of pupils at your school	[This area is key in terms of present and future projections and actions to be undertaken. It is focused on pupil progress from clear baselines and should be related to national grouped data. The quality of pupils work across subjects, their skills in reading, writing, communications and mathematical skills across the curriculum Closing the gap for all pupil groups and ensuring that SEND pupils achieve Data and data tracking systems including intervention strategies to ensure pupil progress should be reviewed. The use of comparator measures and of validation/moderation will be essential to ensure reliability. please delete this guidance before submitting this form]		
Quality of teaching in your school	[In this area, one might expect to see a clear understanding of teaching quality across the school and accountabilities to ensure the dissemination of outstanding practice and delivery of performance management. Staffing structure and accountabilities in relation to the curriculum and any		

Your assessment against Ofsted framework (please provide a commentary) Review outcomes - current position		Your self-assessed Ofsted grade (1-4)	Required position - risks, actions plan (including priorities identified) and timescales
	<p>new curriculum changes that might be developed due to the changing nature of the intake.</p> <p>Consistency of student presentation of work and scrutiny reference progress and standards</p> <p>How marking, assessment and students feedback/reflection enhances pupil learning</p> <p>Teaching strategies including setting of appropriate homework, together with a review of support and intervention strategies to match pupil needs</p> <p>How teaching promotes pupils learning and progression</p> <p>The review should be validated externally to ensure moderated outcomes for the school</p> <p>Reading, writing, communication and mathematics across the curriculum.</p> <p>Tutor and pastoral time including SMSC and British values</p> <p>please delete this guidance before submitting this form]</p>		
Behaviour and safety of pupils	<p>[Please refer to the Ofsted handbook and supplementary handbooks eg Keeping Children Safe in education for further guidance.</p> <p>Some areas for inclusion might include; SCR, Safeguarding policy, training including Prevent and procedures. This area should be validated through a formal external safeguarding review and case studies.</p>		

Your assessment against Ofsted framework (please provide a commentary) Review outcomes - current position	Your self-assessed Ofsted grade (1-4)	Required position - risks, actions plan (including priorities identified) and timescales
	<p>Health and safety procedures, policy, training and again supported by clear validated evidence.</p> <p>Data on key areas such as attendance (grouped data), persistence absence, exclusions compared to national data sets</p> <p>Student questionnaires and reviews as evidence to support outcome conclusions. Parental questionnaires and where appropriate business partners.</p> <p>Pupils attitudes to learning and the creation of a positive ethos</p> <p>Mock Ofsted information on behaviour and behaviour management strategies, policies and procedures please delete this guidance before submitting this form]</p>	
Quality of leadership in, and management of, your school	<p>[This area focuses on the impact of leaders and governors and should look at how safely, efficiently and effectively the school is run. This area covers leadership and management across the school and how it enables pupils to learn, achieve and overcome specific barriers to learning.</p> <p>The Ofsted framework identifies detailed areas for review as does the National College such as the headteacher Standards however these need to be validated by others such as an NLE, SLE, NLG or an evaluation by a partner outstanding school.</p> <p>Key to this area is how accurately the team evaluate the schools strengths</p>	

Your assessment against Ofsted framework (please provide a commentary) Review outcomes - current position		Your self-assessed Ofsted grade (1-4)	Required position - risks, actions plan (including priorities identified) and timescales
	and weaknesses and use their evidence to secure future improvements. It should also include a focus on capacity of leadership and management to manage the change from independent school status to an academy with a larger and more diverse cohort of pupils. please delete this guidance before submitting this form]		
The extent to which the education and systems provided by your school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.	[pupil recruitment and how the education will be adapted to meet the needs of all - progress on financial planning and cash management systems, including appointment of finance director - budget predictions and resource for ongoing budget management - trust's plans for ensuring funding agreement compliance - ensuring adequate systems and controls in place, including accounting software package please delete this guidance before submitting this form]		
Any other comments or			

Your assessment against Ofsted framework (please provide a commentary) Review outcomes - current position		Your self- assessed Ofsted grade (1-4)	Required position - risks, actions plan (including priorities identified) and timescales
<p>observations not captured above. Please note, AP schools should state whether they are registered and if their existing provision is interwoven with the LA.</p>			

Governance self-assessment

Your assessment against the Governors and Academies Financial Handbook	Your assessment of current position (How you do it now)	How will you get to required position? (F2) – Please list risks, actions plan (including priorities identified) and timescales
1. The roles and responsibilities of the directors/trustees	Please detail your duties as: <ul style="list-style-type: none"> • company directors and charity trustees; • accounting officer Understanding of the strengths and weaknesses of the school. Understanding performance data (what data do you use), how do you use it to ensure robust oversight of performance (including externally provided data for example data dashboard the school presents) Holding school leadership to account	
2. Structure of the board	Accountability system Structure of decision making	
3. Meetings	Please detail your board and committee meetings schedule and outline agenda	

4. Finance	Please give details of: <ul style="list-style-type: none">• your chief financial officer, with appropriate qualifications and/or experience;• Schemes of delegation;• Approvals process-budget;• Investment policy;• Procurement including leases;• Internal control framework;• Contingency and business continuity plan;• Insurance cover		
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Department
for Education

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